Fabens Independent School District

Fabens Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 26, 2026 at 02:30 PM

Mission Statement

MISSION

Our mission at Fabens Middle School is to develop and support excellence in both academic growth and character development for ALL students through our strong sense of community!

Vision

VISION

.We envision a community of well-educated students who exhibit empathy, respect, and the ability to lead; a community of students who will go off into society and make the world a better place

Value Statement

R.O.A.R.

Respectful Towards Everyone

Own our Choices

Always Follow Directions and Safety Protocols

Responsible

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 15

Student Data: Behavior and Other Indicators 15

Employee Data 15

Parent/Community Data 15

Support Systems and Other Data 16

Goals 17

Goal 1 : The district will provide a safe and orderly school climate, conducive to lea... 18

Goal 2 : The district will increase student academic achievement while cultivating a... 22

Goal 3 : The district will recruit, develop and retain highly qualified faculty, staff an... 29

Goal 4 : The district will build strong partnerships with parents, community and bu... 33

Goal 5 : The district will operate in a fiscally sound manner through financial transp... 35

State Compensatory Education 37

Budget for Fabens Middle School 38

Committees 39

Campus Improvement Team 40

Members 40

Funding Summary 41

199 General Fund 42

Comprehensive Needs Assessment

Demographics

Summary

Fabens Middle School is one of four schools located in Fabens ISD, a rural district, serving the Fabens Community in grades 6th-8th. Fabens ISD is an open enrollment district and a District of Innovation. Fabens Middle School offers STEM courses in 6th-8th grade to align with the STEM District aligned approach. Fabens Middle School is a pilot campus for NJROTC in the 8th grade. The NJROTC course offers high school credit. Fabens MS also competes in UIL Athletics, Academics, and Fine Arts with great success.

Demographics (2026-27)

Total Students : 416

Grade 6	Grade 7	Grade 8
143	150	123
LEP	**Special Education**	**Economically Disadvantaged**
232	100	386

Strengths

Fabens Middle School has a high teacher to student ratio of 15 students to 1 campus level teacher. In addition, Fabens Middle School offers high school credit in Computer Science, Spanish, JROTC, and Algebra 1. Furthermore, Fabens Middle has created a One-Way Dual Language Track of study for students who are coded as ESL or Bilingual which will allow them to receive honors at the high school level if the program is completed. FMS has also built an advanced math track into the master schedule which allows an advanced math course of study for the top 40% of students coming in from 5th grade.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	LEP population has increased from 43% in 2021 to 56% for the 2026 school year.	The Home Language surveys reveal the home language being Spanish for 58% of students. In addition, low number of students exiting TELPAS proficiency by 8th grade.
2	70% of students are At-Risk.	Students in the demographic areas of LEP, homelessness, retention, low performance on state assessment.

★ = Priority

Student Learning

Summary

STAAR 2026 Spring	Approaches	Meets	Masters
6th Math	69%	28%	10%
7th Math	55%	38%	15%
8th Math	62%	25%	3%
6th Reading	55%	33%	13%
7th Reading	64%	42%	17%
8th Reading	85%	53%	23%
8th Social Studies	50%	20%	7%
8th Science	64%	26%	9%

Strengths

8th grade reading, Algebra 1, and 7th grade math outscored the state in students approaching and meeting grade level. In addition, the percent of students gaining language proficiency in TELPAS went from 0 out of 4 points earned in 2024 to 3 out of 4 points in 2026.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	8th grade Social Studies and Science scored below the State average on STAAR end of course.	Changes in the STAAR test to update to STAAR 2.0 and lack of updated curriculum to match new rigor of the STAAR could be potential root causes. Strategy: New Curriculum Adoption for Science Strategy: New Curriculum enrichment resources for Social Studies to match the updated test Strategy: Coaching Feeback Cycles
2	The percent of students meeting grade in STAAR Math EOC is at 36% which is below the state accountability target.	Possible lack of High Quality Instructional Materials used in classroom with fidelity. Strategy: Focus on Internalization of HQIM (STEM Scopes) during PLC Strategy: Consistent walkthroughs with ILT to check for HQIM fidelity in classrooms Strategy: HQIM training for teachers

★ = Priority

School Processes & Programs

Summary

Fabens Middle School has built a Professional Learning Community for teachers and leadership that meets four days a week. During this time teachers receive research based professional development every Tuesday that focuses on best practices for reaching all our students needs. In addition, this PLC focuses on the internalization of High quality Instructional materials and a continous cycle of analyzing student data and intervention.

Strengths

-PLC Schedule centered around a continuous cycle of data collection and improvement.

- Daily Intervention periods built into the master schedule to support Tier 2 and 3 interventions for all students

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Core content-area staff need additional training and support to effectively intervene for our emerging bilingual and special education students.	Campus PD was not previously focused on research-based strategies which would allow all staff to intervene more effectively with our at-risk students. In addition, P.D. was not frequent and consistent.
2	Programs and Interventions to support our students meeting grade level in Mathematics need revision	No advisory/Intervention block last year made interventions difficult.

★ = Priority

Perceptions

Summary

FMS has experienced a significant and sustained positive shift in campus culture, with teachers, staff, students, and parents increasingly viewing Fabens Middle School as a great place to work, learn, and grow. This positive campus culture has been strengthened through increased transparency, open communication, and consistent engagement with our school community, including the intentional use of social media to celebrate student and staff accomplishments, share campus initiatives, and highlight the great things happening at FMS. Our culture shift was recognized by the Texas House of Representatives through House Resolution 1192, which acknowledged the positive transformation taking place at Fabens Middle School. Most importantly, our teachers have rallied around the mission and vision statement they collectively created two years ago, and that shared commitment continues to unite our campus as we work toward a common goal of improving outcomes and creating an environment where every student can succeed. The growing sense of pride, ownership, and collective responsibility among our staff is helping establish FMS as a positive, student-centered campus where people want to work and students want to attend.

Strengths

-Teachers feel supported by Administration on campus

-Parent engagement has been increasing

-Teachers and staff feel a sense of community and work together towards common beliefs

-Campus Culture is positive

-Student engagement survey shows students are enjoying school

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Fabens Middle School has been perceived by the community as having a large number of discipline incidents.	Lack of social media pages and parent involvement in the past have made it difficult to see accurate reflection of the great things currently taking place at FMS. Past perceptions must be changed to current reality by opening up the school through social media push and parent engagement.
2	Student survey reveals that there is a lot of peer to peer conflict at times.	Lack of counseling sessions and systems to support students needing mediation or healthy ways to handle conflicts.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **PSAT**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 1

For the 2026 -2027 school year, Fabens Middle School will use Raptor to schedule and carry out monthly and semi-annual safety drills to include evacuation, hold-in place, and lockdown. We will facilitate two safety trainings per year to teachers and staff.

Evaluation Data Source: Monthly safety drill calendar for completion
Raptor Report
Safety Team reviews and reflections
Safety surveys (teachers/students)

Strategy 1

Fabens Middle will conduct monthly safety drills and will meet monthly with the safety team to review safety drill feedback.

Strategy's Expected Result/Impact: To provide monthly practice for drills and provide teachers and students with feedback on the drills.

Staff Responsible for Monitoring: Administration, Counselor, Literacy Coach, Security, School Secretary, Safety Team

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 2

Fabens Middle School will continue to implement the district crisis management plan for social & emotional learning (SEL) and supports for students.
Teachers will continue to serve as SEL coaches/mentors during advisory periods to all students.
The school counselor will continue to conduct classroom presentations to promote Character Education traits and anti-bullying presentations (Character Strong curriculum).

Staff Responsible for Monitoring: Administration, Counselor, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 3

Fabens Middle School will provide drug free curriculum during character classes and Red Ribbon Week. Fabens Middle security, administration and teachers will be visible at all transitions throughout the school day.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 4

Fabens Middle School will continue to implement the PBIS Framework and will continue to manage committees and procedures designed to ensure day to day safety procedures such as:
o Parent communications
o Conflict resolution skills for staff and students
o Bullying Prevention presentations via Character Strong curriculum
o Individual Education Plans
o Special Education needs
o Behavior Intervention Plans
o Response to Intervention
o Peer mediation via Eduguide/SEL modules
o Teacher coaching/mentoring
o Student Code of Conduct reviews as needed
o Rewards for positive student behavior via PBIS rewards
o Parent Newsletters
o Recognition- Students of the Month
o WildCat Warriors- Student Leaders

Staff Responsible for Monitoring: Administration, PBIS campus team, teachers

Funding Sources: PBIS Store Incentives/PBIS Rewards/End of year incentive 199 General Fund, 199.31.6499.00.041.11, $4,000

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 5

Maintain PBIS/SEL team and meet regularly to dicuss positive chages to school approach discipline.

Strategy's Expected Result/Impact: Decrease in dicipline leading to increasd classroom time for all

Staff Responsible for Monitoring: PBIS admisitrator, counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Performance Objective 2

For the 2026-2027 school year, Fabens Middle School's Medical Emergency Response Team/Crisis Planning Team will meet monthly to ensure day to day safety procedures. FMS will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Evaluation Data Source: Staff Surveys
Discipline referrals data
Safety Meeting Agenda and sign in sheet

Strategy 1

Fabens Middle School's Medical Emergency Response Team/Crisis Planning Team will provide timely feedback to staff and students after drills to ensure that drill practices are maximized to the fullest potential.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal 2 The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 1 ☑ High Priority

By May of 2027 Fabens Middle School, through the implementation of HQIM and research based instructional strategies that increase rigor, will increase students at the meets level for STAAR by 10% from 36% to 46%.(See LSI Plan for Federal Accountability Math)

Evaluation Data Source: Benchmark Data
Student Learning Objectives (SLO) & Growth Trackers
End of Unit Assessments
Fundamental Five/Best Practices to facilitate deeper planning and delivery of instruction with targeted measurements for student growth
EL strategies and supports via TTESS

Strategy 1

Desegregation of data during PLC from each three weeks to include benchmark tests and skills checks in order to identify student strengths and weaknesses, provide intervention or reteach in order to achieve our goal.

Strategy's Expected Result/Impact: Students Approaching STAAR will increase by 20%

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

Funding Sources: PLC Instructional Resources (Copies, chart paper, laminated posters for tracking, etc..) 199 General Fund, $1,400

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Provide weekly professional development through PLC on research based instructional strategies that focus on increased rigor in the classroom.

Strategy's Expected Result/Impact: Students reaching the "Meets" level on STAAR exam will increase by 15%

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

Funding Sources: PLC Instructional resources (Chart paper/copies/books for Book studies etc..) 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 3

Provide one on one coaching for 100% of teachers using the TIL model to increase instructional practice and use of RBIS in all classrooms.

Strategy's Expected Result/Impact: Students Approaching STAAR exam will increase by 20%

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

Funding Sources: IPADS for Instructional Leadership Team (Recording on Sibme for coaching) 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 4

Increase fidelity of existing instructional protocols that incorporate interdisciplinary connections that enhance opportunity to increase use of writing across the curriculum (Critical Writing).

Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 5

Provide 8th grade Social Studies department with curriculum support and alignment through Lohman Education.

Strategy's Expected Result/Impact: Increase students approaching 8th grade Social Studies STARR by 20%

Staff Responsible for Monitoring: Assistant Principal, Principal, Instructional Coach

Funding Sources: Lohman Education (Warm-ups, Activities, Exit Tickets and Assessments 6-8) 199 General Fund, $7,500

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 2

By October 3rd 2026 Fabens Middle School will provide targeted tier 2 and 3 interventions during advisory at least two times per week.

Evaluation Data Source: Benchmark Data
Student Learning Objectives (SLO) & Growth Trackers
End of Unit Assessments
Fundamental Five/Best Practices to facilitate deeper planning and delivery of instruction with targeted measurements for student growth
EL strategies and supports via TTESS

Strategy 1

Desegregation of data from each nine weeks to include math benchmark tests and skills checks in order to identify student strengths and weaknesses, provide intervention or reteach in order to achieve our goal.

Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Instructional leadership team will conduct weekly walkthroughs during advisory to support teachers in their facilitation of advisory interventions.

Strategy's Expected Result/Impact: Students approaching STAAR will increase by 20%

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 3

Increase fidelity of teacher evaluations to better support planning and delivery of instruction to include the use of Fundamental 5 and EL strategies across all disciplines.

Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 4

Provide weekly PD on the use of intervention programs to include IXL, Summit K-12 and Magic School AI for enrichment.

Strategy's Expected Result/Impact: Students approaching on STAAR exam will increase by 20%

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 5

Provide consistent checkpoints to assess the effectiveness of advisory interventions and programs. Checkpoints will include 3-week data digs based on Common Formative Assessments, walkthrough data, and program usage data for IXL, Leader in Me and Summit K-12.

Strategy's Expected Result/Impact: Students Approaching STAAR will increase by 20%

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 3 ☑ High Priority

Fabens Middle School will utilize a high performing attendance committee to improve average yearly attendance rate by 2%, from 94% to 96% as measured by end of year attendance reports. We will conduct weekly and or monthly incentives/checks to reach our attendance goal.

Evaluation Data Source: Increased attendance , leading to improved academic success of students

Performance Objective 4

Fabens Middle School will increase the number of TELPAS students gaining a language proficiency level by 3% from 31% to 34% through the use of weekly targeted intervention programs that utilize Summit K-12. Progress will be measured by TELPAS assessment in February of 2026.

Evaluation Data Source: TELPAS 2026
Current Language Proficiency Levels

Strategy 1

Group students into advisory classes based on language proficiency levels and needs.

Strategy's Expected Result/Impact: Students increasing a language proficiency level will increase by 30%

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Use Summit K-12 and other research-based strategies for all students identified for TELPAS interventions at least 3 times per week.

Strategy's Expected Result/Impact: Students increasing a language proficiency level will increase by 20%

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal 3

The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 1

☑ **High Priority**

For the 2026-2027 academic year, 100% of interviews will have a performance portion in order to recruit highly qualified faculty who will impact academic growth for all students.

Evaluation Data Source: Interview questions
2026 TAPR Results
Grade Level Data spreadsheets based on 3 week CFA's (from newly hired teachers)

Strategy 1

Work with District Personal and Region 19 to create high performance interviews that include questions and a rigorous performance piece.

Strategy's Expected Result/Impact: FMS will hire highly qualified candidates for positions on campus.

Staff Responsible for Monitoring: Administration, Literacy Coach, Mentors, New Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	May

Performance Objective 2

For the 2026-2027 school year, 100% of core teachers will receive supportive one on one coaching through the TIL model to improve instructional practice in the classroom.

Evaluation Data Source: Learning Walk Data
FMS Walkthrough Data Spreadsheet

Strategy 1

FMS Instructional leadership team will utilize the campus coaching spreadsheet to conduct one targeted coaching session per week.

Strategy's Expected Result/Impact: Teachers use of RBIS in the classroom will increase leading to a 20% increase in students approaching on STAAR exam.

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads, STEM Coordinator

Funding Sources: IPADS for instructional leadership team (Use for coaching sessions and recording on Sibme) 199 General Fund, $3,468

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

PD on the implementation of the RBIS found in "Get Better Faster" will be provided to teachers once a week during PLC. These RBIS will be used as a foundation for coaching conversations and support.

Strategy's Expected Result/Impact: Teachers use of RBIS in the classroom will increase leading to a 20% increase in students approaching on STAAR exam.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

For the 2026-2027 school year, 90% of teachers will increase their practice in the Texas Teacher Evaluation and Support System (T-TESS) four domains of Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

Evaluation Data Source: TTESS evaluation data
Student Assessment Data

Strategy 1

All core subjects are provided with a professional learning community (PLC) period to support planning and delivery of instruction, provide staff development, and review data.

Strategy's Expected Result/Impact: 90% of teachers will increase their practice in the Texas Teacher Evaluation and Support System (T-TESS)

Staff Responsible for Monitoring: Administration, Teachers, Literacy Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November **February** **May**

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

: Employee retention and recruitment : 100% of teachers at Fabens Middle School will feel supported by administration as measured by MOY and EOY climate survey results; resulting in less teacher mobility.

Evaluation Data Source: MOY and EOY teacher climate survey
2023-24 TAPR report (Teacher Mobility)

Strategy 1

Instructional Leadership Team will use teacher perception surveys, along with our mission statement to ensure teachers feel supported.

Strategy's Expected Result/Impact: Teacher retention will increase by 10%

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November **February** **May**

Strategy 2

Increase faculty and staff recognition (Teacher of the Month/Employee of the Month, staff recognition) that promote increased positive self esteem and involvement.

Strategy's Expected Result/Impact: Maintain 100% Highly Qualified teachers in all core subjects.

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 3

Teachers will attend professional development at ESC 19 or virtually and share new learned practices in PLC's in order to ensure success in the classroom.

Strategy's Expected Result/Impact: principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal 4

The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

Performance Objective 1

During the 2026-2027 school year, Fabens Middle School will increase parent involvement by 15% as measured by parent sign in sheets and the number of community events.

Evaluation Data Source: Parent/student Surveys
PBIS data
Ticket Sales
FMS Calendar of Events

Strategy 1

Increase continuous communication and involvement between staff, parents, and community including academic and extracurricular activities throughout the school year via monthly parent newsletters and calendars of events.

Strategy's Expected Result/Impact: Increase involvement for parents, students and staff in our PBIS framework.

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator

Funding Sources: Paper/Ink/refreshments and giveaways for parents 199 General Fund, 199.61.6499.00.041.11, $1,500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 2

Make available to the parents of all FMS students, academic grades every three (3) weeks, campus newsletters, invitations to events and calendars and post events on campus marquee, community tv's, district and campus web pages to all FMS parents as appropriate.

Strategy's Expected Result/Impact: Increase involvement for parents, students and staff in our PBIS framework.

Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator

Formative Reviews

November	February	May

Performance Objective 2

Fabens Middle School will increase parent and community communication through the continued use and promotion of social media pages no later than August 31st of 2026. Social media pages will include Class Dojo as a way to increase parent communication with classroom teachers.

Evaluation Data Source: Parent Perception Survey 12/1/26 and 5/1/27.

Goal 5 The district will operate in a fiscally sound manner through financial transparency.

Performance Objective 1

During the 2026-2027 school year, Fabens Middle school budget personnel will be trained on and follow all district purchasing guidelines utilizing the district's financial manual.

Evaluation Data Source: Budget data

Strategy 1

Fabens Middle will review campus and district goals, review budget items and address campus needs to ensure funds are allocated, tracked and encumbered appropriately.

Strategy's Expected Result/Impact: Ensure proper use of funds

Staff Responsible for Monitoring: Administration, Teachers, Literacy Coach, Counselor, CIT Committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	May

Performance Objective 2

FMS will have a shared budget spreadsheet that is viewable by district leadership. This budget spreadsheet will have live updates and will be open for district personnel to see and monitor.

Evaluation Data Source: FMS Shared budget spreadsheet

Strategy 1

Create and maintain a budget spreadsheet on Google Sheets that is accessible to District leadership and shows live updates.

Strategy's Expected Result/Impact: Financial Transparancy of FMS allocated budget

Staff Responsible for Monitoring: Budget Clerk, Principal, Assistant Principal

TEA Priorities: Improve low-performing schools

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State Compensatory Education

State Compensatory

Budget for Fabens Middle School

Total SCE Funds: $4,688.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Fabens Middle School will use SCE funds to support implementation of programs like Summit K-12 that aim to close the gaps of those students coded as at risk. Summit K-12 program requires headsets for all students on campus. In addition, FMS will use SCE funds to fund supplies needed for the targeted tier 2 and 3 daily interventions during advisory periods.

Committees

Committees

Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Sandra	Bonilla	Classroom Teacher	Classroom Teacher
Justin	Kleist	Principal	Administrator
Luis	Luna	Teacher	Classroom Teacher
Gracie	Salazar	Parent	Parent
Veronica	Flores	Literacy Coach	Administrator
Rachel	Pena	Assistant Principal	Administrator
Maria	Apodaca	Teacher	Classroom Teacher
Diane	Montes	Teacher	Classroom Teacher
Fabiola	Villa	Teacher	Classroom Teacher

Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	PBIS Store Incentives/PBIS Rewards/End of year incentive	199.31.6499.00.041.11	$4,000.00
2	1	1	PLC Instructional Resources (Copies, chart paper, laminated posters for tracking, etc..)	--	$1,400.00
2	1	2	PLC Instructional resources (Chart paper/ copies/books for Book studies etc..)	--	$0.00
2	1	3	IPADS for Instructional Leadership Team (Recording on Sibme for coaching)	--	$0.00
2	1	5	Lohman Education (Warm-ups, Activities, Exit Tickets and Assessments 6-8)	--	$7,500.00
3	2	1	IPADS for instructional leadership team (Use for coaching sessions and recording on Sibme)	--	$3,468.00
4	1	1	Paper/Ink/refreshments and giveaways for parents	199.61.6499.00.041.11	$1,500.00
				Sub-Total	$17,868.00